

Ponsonby Primary School

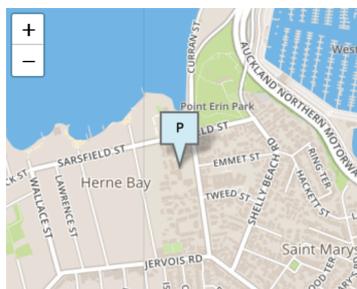
A summary statement



What has ERO said in the past?

2015 “Student-led learning is a significant feature of the school’s educational success. Students are active participants in decision-making about learning programmes and can confidently talk about their achievement, progress and next learning steps. Focused class environments, effective teaching strategies and meaningful learning opportunities encourage students to build on their strengths and follow their interests”.

2012 “The school culture is inclusive with a strong sense of community. The principal and staff maintain close contact with people in the local area and the wider community of Auckland inner city suburbs. The board and senior leaders maintain professional contact with neighbouring schools to support positive outcomes for students and their families. The staff are experienced and many have a long association with the school. Staff know the students and their families well. They support the many school activities held outside normal school hours.”



Ponsonby Primary is a U5 decile 10 contributing school in central Auckland. 21 full time teaching staff (5 male & 16 female) and 5 part-time teachers. 1.5 teachers are Board funded. The school has 5 teacher aides to support in-class programmes, 3 administration staff and 1 caretaker. The Board of Trustees is incredibly supportive of the school and recognise the constraints of high decile funding. They ensure the money from each year is spent on the children at that school in that year so the working capital and cyclical maintenance is kept to around \$150,000. Fundraising is implicit in providing the quality education delivered to the students/ākonga.

1. Teaching and Learning

1.1 A teacher/kaiako focus



The school has a culture of valuing all things family; high quality assessment learning practices and a strong belief in differentiated learning, with a focus on success for all.

Teachers and students use inquiry learning as a springboard for positive metacognitive development, creativity, student agency and critical thinking.

Teachers plan in teams to set out clear learning curriculum objectives based on personalised/group needs. Team fortnightly meetings are focussed making explicit Sharatt’s & Fullan’s (2012) work around, “Putting faces on the data”. The SENCO/DP and EHAS (Extending High Achievers) teacher’s work with the senior team to ensure that as a school we know, plan and deliver appropriate and challenging learning opportunities. The needs of all students - academically, socially, creatively and physically are the school’s key drivers. The central premise is that no child slips under the radar, and most importantly families get no surprises about learning - so communication is central to vision for children’s success.

Teachers are trained as learning coaches. They work in trio coaching teams developing and giving feedback on their professional inquiries. Appreciative inquiry philosophy - 'dream the best you can be', as opposed to finding a problem to solve inquiry underpins appraisal and professional learning. Each coaching trio has an overseeing/support AFL coach; a team led by the D.P. The clearly defined system enables explicit, linked to need, professional teacher development.

Children are provided with a broad curriculum. Student/ākonga agency and positive personal efficacy are inherent in day to day programmes.

1.2 A student/ākonga focus



2018/2019

School wide involvement and achievements

1st Place inner city swimming / 1st place & 3rd place inner city cross country / 1st place inner city rap and 2nd place inner city spoken word competitions / 1st & 2nd place NIPs (skiing North Island). Highly commended in J-Rock. APPA choir annually, 2nd place Technology Challenge, chess participants, 2nd place Robocup - dance section. Netball (7 teams), basketball (5 teams), flippaball (4 teams), all with many top placings. The ASA swim team 1st place in both 2018/2019.

Children are encouraged to be competitive but also, to fully embrace support for the team. The school supports children to build resilience and encourages them to give everything a go. Teachers and parents work really hard to ensure that if children want to be in a team; if they want to participate or compete, they will make it happen.

Children setting their learning agenda

From Year 4 to 6 the "MY time Thursday programme allows access to students making decisions about their learning needs and involvement in the broad curriculum. Choirs, bands, arts, robotics, coding, dance, history, drama, cooking, kapa haka, languages, sports and gardening are offered based on teacher interests or available experts, often driven by children's interests. Children plan their day with a minimum of 1 organised activity in each of the 3 learning blocks of time.

The reality of being a student at Ponsonby Primary

Recognised programmes for children with any learning needs e.g. if you can't swim 25m by year 4 you are given lessons before school by the Principal and DP. If reading is hard we have parent and teacher - led programmes. The Senco knows every child with needs and regularly checks their data. The team leaders all have 'faces on the data boards' that they reference at all team planning meetings.

An expectation is that all children behave respectfully and get involved in the many school opportunities.

Every child from year 1 to year 6 participates in speech competitions, music, school shows, the art exhibition and sports events - all help build confidence and broaden their participation.

Parents/Whanāu are involved in their children’s learning. The one-hour enrolment meeting and one-hour transition meeting is held with every family so families fully understand and can talk about the school values and the local curriculum.

Children are encouraged and supported to be the best they can be. The learning community wants all children to experience positive learning and success.

Assemblies are scheduled over the term, not every week. The school House System was developed to grow leadership and strengthen the notion of family.

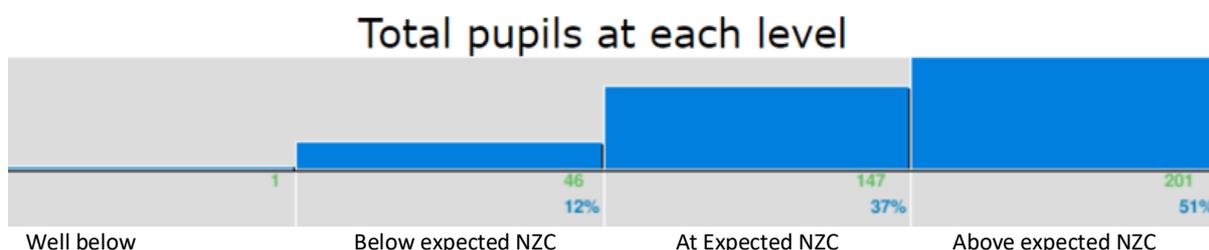
Children are encouraged to be creative, to stand up for rights and challenge their capabilities to develop new skills and understanding. These are key learning requisites.

Strong and respectful interpersonal relationships underpin how children relate with their peers and adults.

1.3 Assessment Data

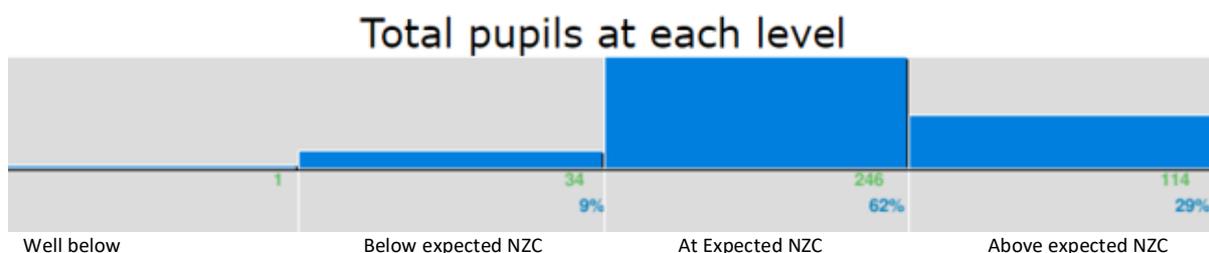
Recent July 2019 triangulated data shows percentages and actual numbers of children who are achieving within, at or above expected New Zealand Curriculum levels (NZC). Any student /ākonga, in the below or well below quadrants identified in the school intervention registers and are target learners.

Reading children Year 1 to Year 6, mid-year 2019 graphed data



AsTTle, PATS, Probe, observations, learning conversations and PM reading assessments inform the OTJ for the New Zealand Curriculum level.

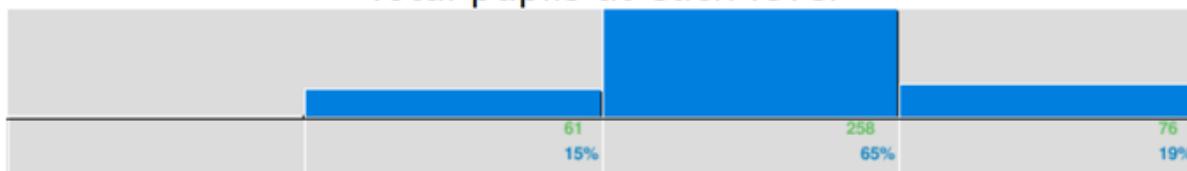
Mathematics Year 1-6 graphed mid- year 2019 data



From year 3 children cross group by strategy capability for Mathematics with extra teachers allocated into the programme. The across school set maths time allows for very capable mathematicians being able to work at their level.

Writing Year 1-6 graphed mid- year 2019 data

Total pupils at each level



Writing has been a two- year key focus for the school. Our CoL within school writing leader is ensuring children have genre specific writing skills, that they are learning to apply across the curriculum. Teachers moderate their student/akonga writing within the school and a recent June,2019, COL moderation exercise determined very rigorous, albeit maybe too hard - teacher marking expectations. As a staff we are mindful that writing assessment is very subjective.

End of year data tends to show a shift to above from within. Data trends identify that 33%+ of children in numeracy and literacy are well above NZC expected levels. Hence we moved from a gifted and talented explicit programme in 2018 to an extending high achieving students programme (EHAS), in order to create greater equity.

2. School Resources and Buildings



The school’s historic building provides for an open plan office, 9 classrooms and the staffroom. The downstairs has been refurbished and the next 5YA, 2021, will enable the top floor refurbishment. The junior building houses 7 classrooms across from another building with 3 classrooms all built since 2000. In total 19 classrooms. The school pool is heated and the large hall and covered top playground provide for many activities.

3. Demographics & Cultural inclusivity focus

Roll 420 students by November annually.

- Māori 6%
- NZ European/Pākehā 79%
- Australian 3%
- Pacific 3%
- Asian 3%
- Indian 2% other European 2%
- Other 2%

School Charter Goal January 2018- December 2020

<p>Cultural Inclusivity- with a particular focus on Reo/Tikanga development</p>	<p>Understand and recognise the unique status of tangata whenua in our community and school. Understand and acknowledge the histories, heritage languages and cultures of all students. Develop te reo and tikanga Maori in our learning environment</p>		<p>Schools and families can create, when they work together environments where learners can succeed and be comfortable with their cultural identities. We need to grow and embed systems to support this being part of the school culture</p>	<p>BY 2020 all classes/ teachers will have accessed learning around relational based pedagogies. With a significant growth in teacher knowledge around Reo Ise and Tikanga. Families will be encouraged to make their cultures explicit and celebrated in the school.</p>
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2019 Annual Plan Goal

Cultural inclusivity to include Te Reo and Tekanga	Every classroom to have a bi cultural focus with display/ language The bi-cultural focus celebrated through children in Kapa Haka or junior Kapa Haka; Matariki celebration full school inquiry and building Reo across the school as timetabled with teachers with expertise and in term 1 part of CRT release person role. Build with family/whanau a multi- cultural view Pacifica Fono for families Term 2	Jacoba Matapo TOD - Star paths understanding Tapasā Funding for staff to learn Maori- \$2,500 (<i>note turned down for PLD</i>) Mel Sharma work with SLT on global identity.
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ERO 2015 referenced Maori achievement and involvement as a government priority.

“Students achieve to a high level in National Standards. Māori and Pacific students achieve at a comparable level or better than other groups of students. Ponsonby Primary School is effective in promoting educational success for Māori, as Māori. The principal and key teachers play active, leading roles in this promotion. The school’s commitment to biculturalism is strategic, well managed and meaningful to whānau, staff and students. Māori students take pride in the recognition and acknowledgement of Māori values and tikanga. They value the opportunities to learn te reo Māori, participate in pōwhiri and lead waiata and haka. The strong focus on successful kapa haka encourages Māori students to celebrate and enhance their language, culture and identity.”

4. Possible Next Steps 2020

Continual Improvement Phase

Digital citizenship skills are in a phase of continual improvement. The school’s BYOD programme is for year 3-6 students. Staff will continue to meet the new curriculum requirements - that children will increasingly and over time “*design their own digital solutions and become creators of, not just users of, digital technologies*” (Hipkins 2018).

School wide arts development is continuously aimed at broadening children’s experiences.

Inquiry learning continues to be refined and improved with more collaborative school wide projects of inquiry being developed.

Whanau engagement.

Differentiated learning practices - including explicit identifying of student needs and on- going assessment for learning principles.

School environment - play and shade areas.

Leadership development.

Embedding phase

School wide teachers as coaches for each other.

Continue to develop staff knowledge and understanding and assessment of effective writing.

Continue developing assessment that is meaningful and can be used to provide open and transparent whanau reporting.

Continue building on 2 years of developing stronger student agency in action.

Review and Development Phase

Begin the work to develop further students/ākonga as coaches and leaders.

Review the Mathematics cross grouping strategy.

2020 – Expected and planned review - Health Strategy / 5YA / Cyclical maintenance / budgets with a focus on improving working capital.

2020 Charter review to include all stakeholders with new Charter 2021.